

NORWOOD GREEN INFANT & NURSERY SCHOOL

With Centre for the Deaf



Love, Laugh & Learn
Together

Policy: Behaviour & Anti Bullying

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Date: September 2022

Date for Review: October 2025

Ratified: October 2022

NORWOOD GREEN INFANT & NURSERY SCHOOL BEHAVIOUR POLICY

The children of Norwood Green Infant & Nursery School behave very well and meet the high expectations of behaviour set. This policy is to ensure consistency on the occasions when children's behaviour falls below expected standards.

Aims

- To enable children to understand that acceptable behaviour is a result of mutual respect - respect for themselves, respect for others and respect for property.
- To promote the values of honesty, trust, fairness, tolerance, compassion and politeness.
- To reinforce positive behaviour.
- This policy is consistently applied although staff will use their professional discretion.

Good Behaviour Expectations

Children play an active role in their education and therefore choosing and making the right decisions concerning their behaviour. In school we aim to create an environment in which children can achieve their full potential and do as well as possible. We want them to have a sense of identity and show a high degree of self-motivation. Good behaviour helps to facilitate this enabling effective teaching and learning to take place.

Objectives

Adults - teaching and non-teaching:

1. To provide a positive role model.
2. To have high expectations of themselves and the children.
3. To emphasise and reward positive behaviour.
4. To respond to and deal with unacceptable behaviour in a firm and consistent manner
5. To involve and inform parents of all aspects of this policy when appropriate.

Children:

1. To understand that they are a valued part of the community.
2. To understand their role.
3. To discuss and share what constitutes acceptable behaviour.
4. To understand and know what is acceptable behaviour.
5. To be responsible for behaving in an appropriate manner

Behaviour within the School

The Golden Rules

Throughout the school we follow a set of rules discussed and implemented by the children and all staff. We all agree on our golden rules of acceptable behaviour. The rules outline behaviours that show respect and care towards one another and represent a moral code covering respect for ourselves, for others and property and the environment. These rules are displayed around the school and in all classrooms.

(Appendix A - See attached posters used around the school)

Staff should ensure they spend time explaining expectations for behaviour in all areas through assemblies and circle times.

Rewards & Sanctions

The school uses 'Golden Time' as part of our reward system. When the staff have observed the children following the rules they will suggest that 'a marble' is placed in the 'jar of good choices'. When the staff have judged the jar to be full enough, they then organise a 'Golden Time' to reward the class. The children are involved in suggesting activities for Golden Time and all children take part.

As a day to day reward children may be:

- given stickers, stars 'smiley faces', etc.
- praised in front of others.
- sent to the Headteacher/Assistant Head for appreciation of significant improvement/ attainment.
- given 'good work and good behaviour certificates.
- given extra privileges and responsibilities.
- given verbal praise and smiles.
- parents may be notified by letter of special improvement/attainment.

Above all, rewards should be seen as special and meaningful.

Sanctions:

All sanctions should take individual circumstances into account and be in proportion to the offence.

Children making good choices and demonstrating good behaviour have their name on the 'sun' image.

If a child demonstrates poor behaviour choices/breaks a golden rule they will

be given a verbal warning and reminded of the good choices they should make.

If the child persists with the incorrect behaviour/choices. Their name moves to the cloud/sun image.

If the behaviour improves the child's name moves back to the sun. If the poor Behaviour choices continue the child's name moves to the cloud image and Minutes are removed from Golden Time when it happens.



The movements must be clearly explained to the child and expectations identified to improve.

Try to remember that we should:

- criticise the behaviour and not the person
- use private rather than public reprimands whenever possible
- be fair and consistent.

Bullying

Bullying is "the willful, conscious desire to hurt, threaten or frighten someone" (Tartum & Herbert, 1990).

The dominance of one pupil by another, or a group of others is often premeditated and part of a pattern of behaviour (not an isolated incident). Staff must be alert to signs of bullying and act. Children should feel able to inform a member of staff in confidence, and be sure that all allegations will be investigated. If true, then they must be taken seriously and acted upon. We recognise

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- As a school, we aim to produce a safe and secure environment where all can learn without anxiety.
- We promote a consistent school response to any bullying incidents that may occur.
- Anyone connected to the school should be made aware of our opposition to bullying.

The Governing Body supports the Head teacher in all attempts to eliminate bullying from our school. This policy makes it very clear that the Governing Body does not allow bullying to take place in Norwood Green Infants, and

that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. This action also includes any form of racist bullying. The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of this school policy regularly. The Governors require the Head teacher to keep accurate records of all incidents of bullying and to report to them on request about the effectiveness of school anti-bullying strategies. Should parents be dissatisfied with actions taken by the school, the Governing Body will respond within ten days to any investigation requests. In all cases, the Governing Body notifies the Head teacher and asks them to conduct the investigation and to report back.

Racial and sexual harassment

Verbal or physical violence because of a person's colour, race, nationality, ethnic origins or gender will be taken seriously and acted on immediately.

Stealing and Vandalism

Any violation of criminal law would not automatically lead to exclusion. The matter would be dealt with in accordance with the criteria, which are applicable to other behaviour problems.

Procedures

Children with behaviour problems are helped initially by the class teacher then the SLT and then the Headteacher. It may be deemed suitable for a class teacher to send a child directly to the Headteacher.

- The Special Needs of a child will be taken into consideration. The SENCO will provide strategies that can support with behaviour management.
- The Headteacher will contact the parents in the case of persistent rule-breaking or serious misdemeanours.
- A Pastoral Support Plan may be written setting specific targets for the pupil.
- A child may be withdrawn for a limited period from a specific activity, such as not being allowed to attend after-school clubs that week.
- If a child is persistent in producing unacceptable behaviour it may be necessary to:
 - issue a formal warning
 - impose a fixed term exclusion
 - impose a permanent exclusion (but this is a last resort)

Dealing with disruptive behaviour

1. Above all, keep calm. We all know how difficult it can be when a child is shouting or being rude or abusive but it is the only way to remain in control and have any chance resolving the situation.
2. Try not to shout. Although it is a natural reaction it can be counter-productive. Raising the voice indicates a loss of control. A low, calm and slower response is much more likely to have positive results.
3. If a child needs to be removed from an incident they should be taken by the hand. This is natural and should not lead to misinterpretation. If the child refuses to co-operate the Headteacher or SLT teacher on duty or another member of staff should be called. A message may be sent via a child if appropriate.
4. Any action taken should be recorded on CPOMS and the Headteacher informed.

We must continually remind ourselves of the hard work that all staff have put in to develop the Behaviour Policy. We should congratulate ourselves that the vast majority of incidents are dealt with swiftly and satisfactorily. We must remember that although most parents support our Behaviour Policy there is a small minority of parents who do not. We must consider the ways we are dealing with a situation and whether this could lead to misinterpretation.

Golden Rules

in the playground

We are kind



We are helpful



We listen



We are honest

We play safely



We take care of equipment

We are polite & respectful

Golden Rules at Lunchtime

We line up calmly



We use good manners

We keep our tables clean



We are polite

We put rubbish in the bin

We speak quietly



Golden Rules

We are kind

We are helpful

We listen

We are honest



We try our best



We look after property